

Indiana's Response to Intervention Academy



LEADERSHIP: Change and Professional
Learning to Support Student Success

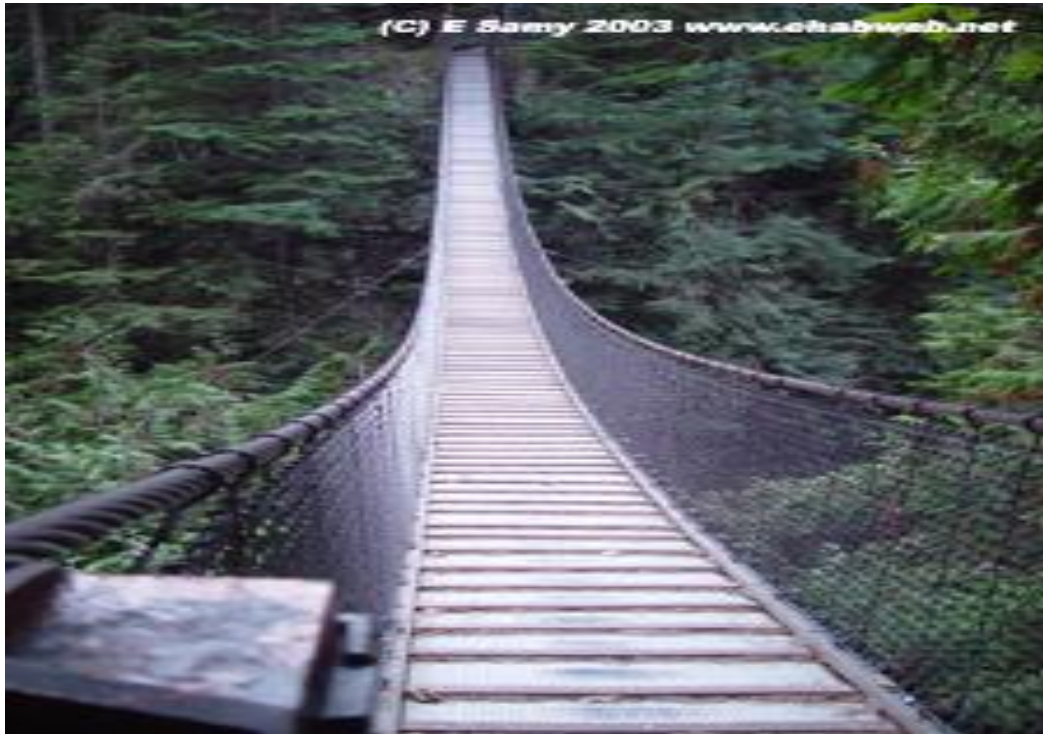
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Change is Good. You Go First!



■ Judy Elliott, 2004

learning to Change.
Changing to learn

How do you feel about change?



FEARFUL?

Excited?



Frustrated?



CHANGE: Implications for Systems & Individuals



Mr. Artis is seen as “venturesome” by his colleagues. He is invested in several educational associations and often returns from conferences with new innovations to try. He is on the “cutting edge” of change and actively seeks new ideas. He is always ready to try something new in his classroom and he likes to share his new ideas with others.

Mrs. Freeman is open to new ideas and is quick to adopt new innovations, but only after reasoned consideration. She has been an educator for many years and she is well respected by her colleagues. She is seen as a solid, sensible decision-maker and values accurate, timely information about any new ideas or innovations.

Mrs. Kingsley is viewed by her colleagues as quite deliberate in her decision making. When approached with something new she prefers to take her time and give due consideration to the new innovation and what it will mean to her. Unless given convincing information, she is reluctant to change.

Mr. Blake is slow to adopt new ideas or innovations. In fact, unless some pressure is applied, change may not come at all. He approaches new ideas with doubts and caution. He has been teaching for quite a while and sees no reason to change what seems to be working well.

Mrs. Sealy is often seen as very slow, and Often resistant, to change. She is very traditional and viewed as extremely conservative in her approach to new ideas or innovations. She tends to be an isolate in her building, yet may be very vocal in her reluctance to embrace change. She can be a powerful resistor when new ideas or change is introduced into her building.

DIFFUSION THEORY & the Importance of Communication



Setting the Stage – Creating a Climate Where Change can Occur

LEADERSHIP



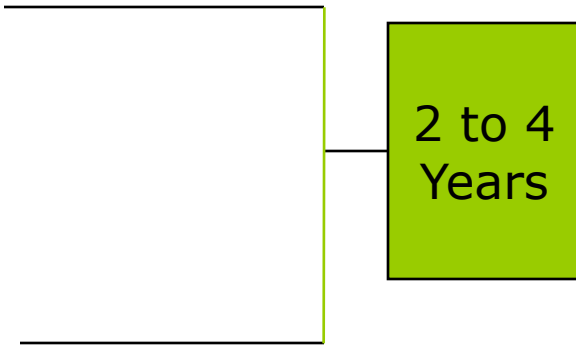
PROFESSIONAL LEARNING COMMUNITY



Stages of Implementation

Fixsen, NIRN

- ❑ Exploration
- ❑ Installation
- ❑ Initial Implementation
- ❑ Full Implementation
- ❑ Innovation
- ❑ Sustainability



2 to 4
Years

Stages of Concern

Awareness

What information do I need? How will this affect me?

How do I manage this new innovation?

consequences be?
With whom & how will I collaborate?
What is the new focus of

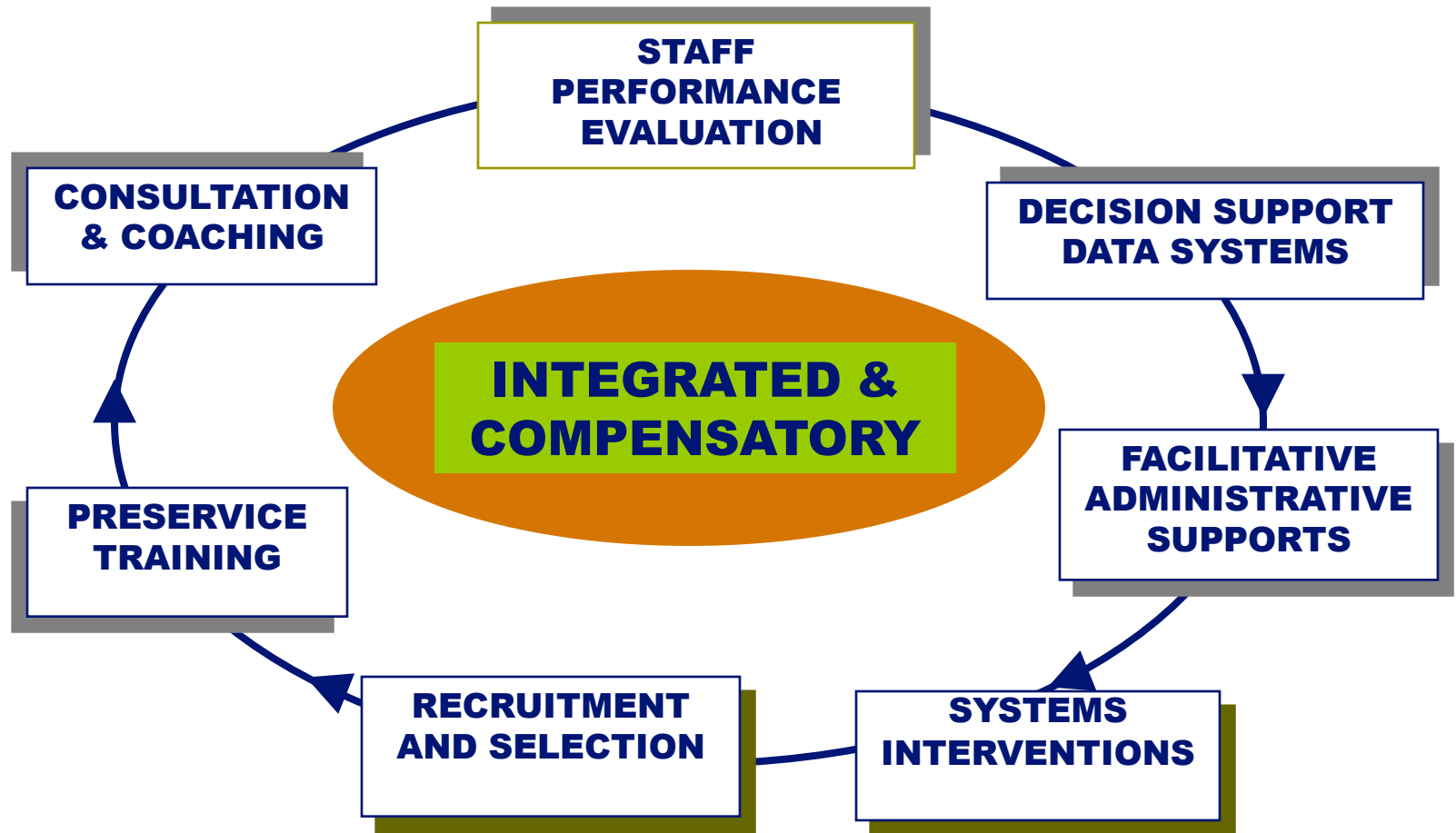


Dealing with Change at the Personal Level

- Early and accurate communication
 - Informal (One-Legged Conversations, Analyzing Channels of Communication)
 - Formal (Planned Professional Learning)

- Help staff through their stages of concern (Open-Ended Concerns Statements, Stages of Concern Questionnaire)

Systems Implications: Implementation Drivers



Recruitment and Selection

- ❑ Existing staff are selected to participate
 - Initial training
 - Purveyor training
 - “Innovation Zones”
- ❑ New staff are selected using appropriate job description/expectations

Pre-service Training

- ❑ Participating current staff members are provided quality training
- ❑ New staff are provided quality training to ensure they have the skill set
- ❑ Parents/Community informed & support is solicited

Consultation & Coaching

- ❑ Job-embedded training and follow-up for all staff trained in the methodology
- ❑ Trained “Purveyors”
- ❑ The building principal is knowledgeable of the new innovation and provides supervision, coaching and evaluation as he/she interacts with teachers

Staff Performance Evaluation

- ❑ Direct observation to ensure the skill is being implemented with fidelity
- ❑ Staff Performance Evaluations are designed to evaluate the skill

Decision Support Data Systems

- ▣ Collect and analyze appropriate data

Facilitative Administrative Supports

- ❑ Administrative follow-up
- ❑ Support
- ❑ Monitoring
- ❑ Parent/Community Involvement

Systems Interventions

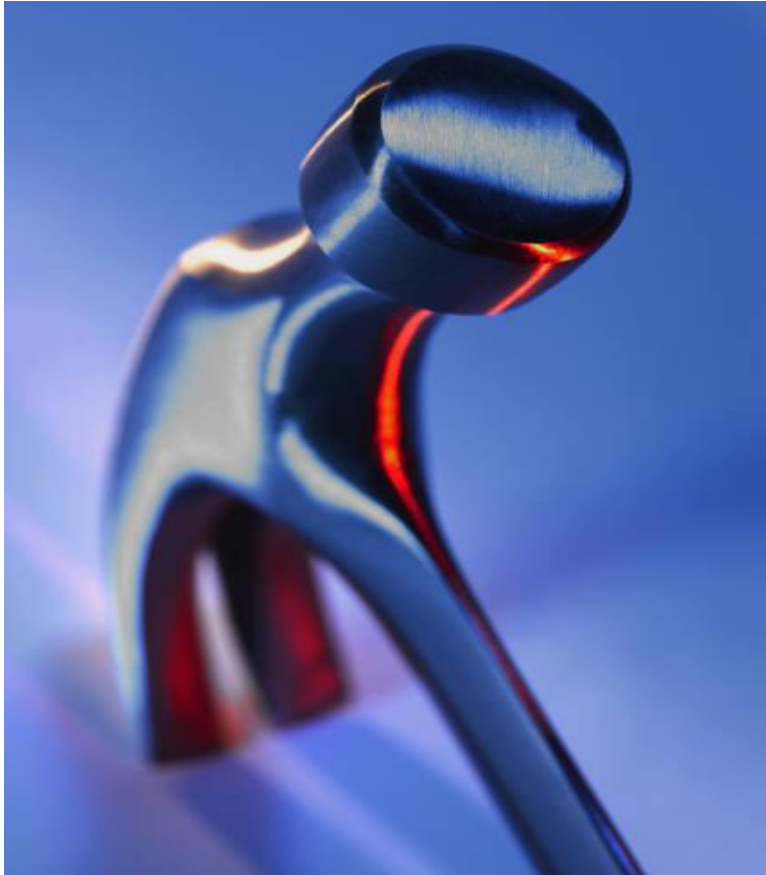
- ❑ Leadership Training
- ❑ Alignment of policy with/for function
 - Teachers' Association agreement
 - Parent/Community Involvement
- ❑ Oversight and accountability
- ❑ Infrastructure modifications to sustain practice (eg. Calendar modifications, budget modifications, staff evaluations, etc)

Community Readiness

- ❑ No Awareness
- ❑ Denial
- ❑ Vague Awareness
- ❑ Pre-Planning
- ❑ Preparation
- ❑ Initiation
- ❑ Stabilization
- ❑ Confirmation/Expansion
- ❑ Professionalization

Edwards, Jumper-Thurman, Plestead, Oetting, Swanson,
Community Readiness: Research to Practice, Tri-Ethnic
Center for Prevention Research, Colorado State University,
2000

TOOLS



- Individual Change
 - One-legged Conferencing
 - Open Ended Concerns Statements
 - Stages of Concern Questionnaire
- Systems Change
 - Implementation Questions
 - Community Awareness Article
- Reference: Hall, Gene E. & Hord, Shirley M. (2001).
Implementing Change: Patterns, Principles, and Potholes. Boston: Allyn and Bacon. The Concerns-Based Adoption Model

High Quality Professional Learning



Issues

- ❑ Dissemination of information by itself (e.g. research, literature, mailings, promulgation of practice guidelines) does not lead to implementation
- ❑ Training alone, no matter how well done, does not lead to successful implementation
- ❑ Policy gives the opportunity for good things to happen – not the guarantee

A NEW VISION FOR STAFF LEARNING

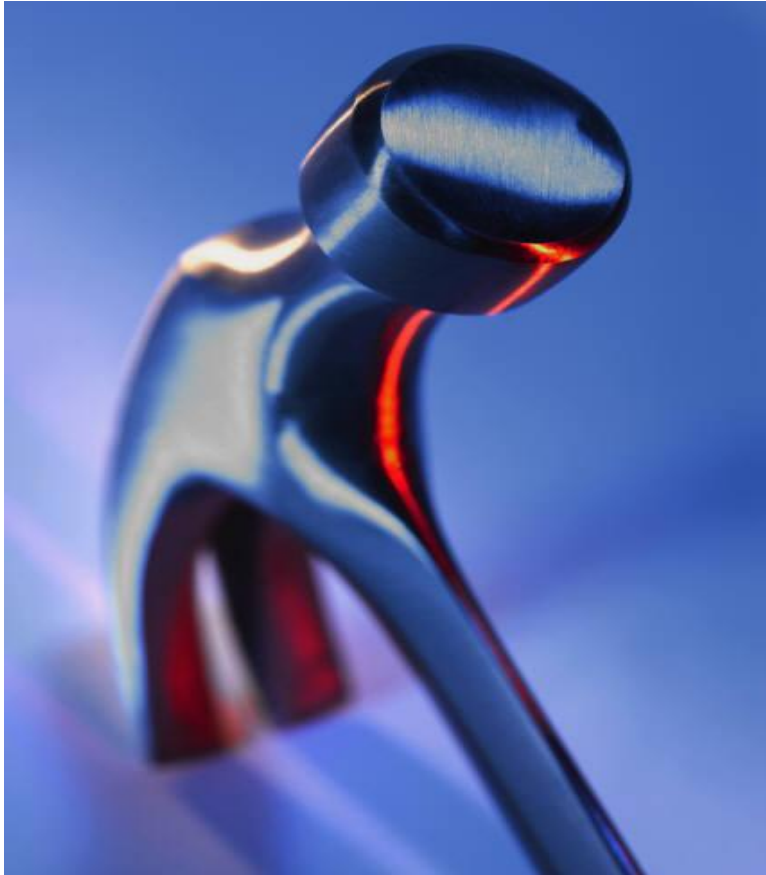
Results-Driven	Standards-Based	Job-Embedded
<ol style="list-style-type: none"> 1. What do students need to know and be able to do? 2. What do educators need to know and be able to do to ensure student success? 3. What professional learning will ensure that educators acquire the necessary knowledge and skills? <p>Adapted from: <u>A New Vision for Staff Development</u>, Sparks and Hirsh, ASCD/NSDC, 1997</p>	<ul style="list-style-type: none"> ● <i>Content</i> – What knowledge and skills must educators learn to produce higher levels of learning for all students? ● <i>Process</i> – How will learning be organized to support adult acquisition of new knowledge and skills? ● <i>Context</i> – How will the organization be structured to support adult learning? 	<ul style="list-style-type: none"> ◇ Learning occurs during the work day in the workplace ◇ Learning experiences are designed to support team learning ◇ Opportunities to learn new skills and acquire new knowledge are offered to all teachers, all the time ◇ At school, everyone's job is to learn!

Relationship Between Levels of Impact and Components of Training

Joyce & Showers

Training: Level of Impact	Awareness + Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Job Embedded	90%	90%	80-90%

TOOLS



- Handout: NCSL Article *"Student Achievement through Staff Development"*
- Handout: Guskey's *"Five Critical Levels of Professional Development Evaluation"*
- Reference: Joyce, Bruce & Showers, Beverly. **Student Achievement Through Staff Development**, 3rd Ed., ASCD, 2002